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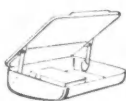
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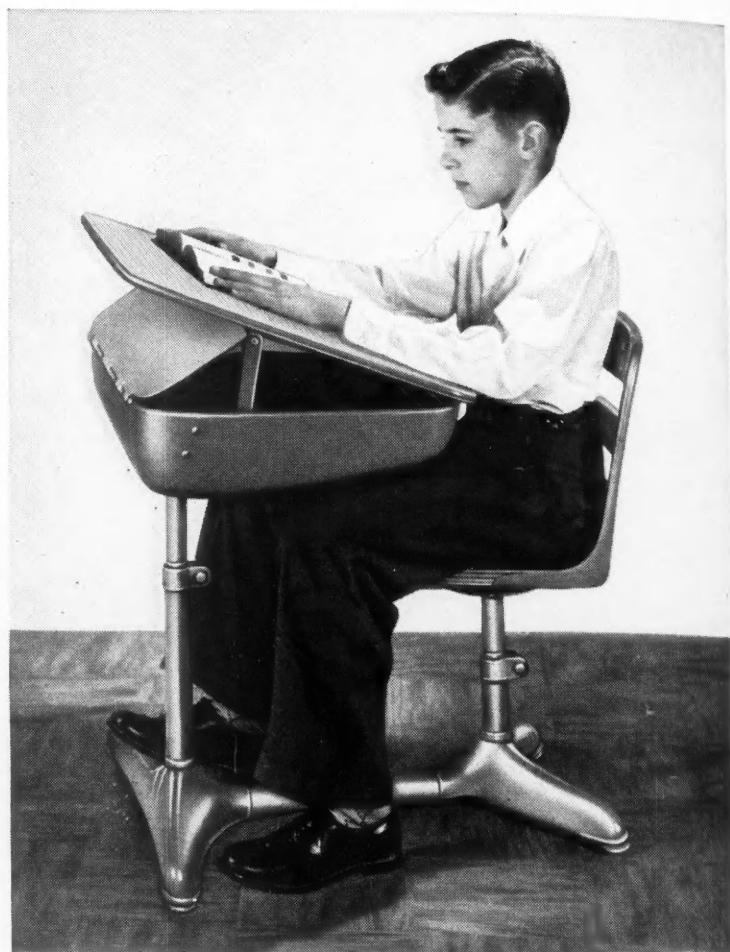
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CTA *Journal*

THE JOURNAL OF THE CALIFORNIA TEACHERS ASSOCIATION

Formerly Sierra Educational News (1904-49)

MARCH 1950 . . . Volume 46, Number 3

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THERE ARE 60,000 COPIES OF THIS ISSUE

ERWIN A. DANN *President*

ARTHUR F. COREY *Executive Secretary*

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State Headquarters

391 Sutter Street

San Francisco 8, California

THE COVER PICTURE

RED ROCK CANYON

RED Rock Canyon, located on Highway 6, about 25 miles north of Mojave, is one of the beauty spots of the Mojave Desert. Photographers find many beautiful formations carved in the soft, red sandstone by water and wind. Perhaps the most photographed spot is the cathedral spires caught by the camera in the skillful hands of Orrin E. Stanley, who brought a car-load of people from Portland, Oregon, to join the 1947 Death Valley Expedition, conducted by the College of the Pacific.

This expedition is but one of many expeditions sponsored each spring vacation by California schools and colleges. The COP expedition, perhaps the largest and best organized of these annual caravans, comprises about 225 people, mostly teachers. Regardless of their nature, these trips all testify to the fascination of the Desert in the spring of the year when the flowers are in bloom and the temperature is just right.

The people shown in the picture are leaving the spot where they have participated in the Palm Sunday service held here by the College of the Pacific Expedition each year at the foot of the majestic cathedral spires of this out-of-door temple. Here the desert folk gather from far and near for their annual Easter sunrise service. These people live in the desert by choice; they call it "God's Country."

The majesty of these rich, red-brown spires, striated with shades of sepia, pink, and even green, all harmonizing because of the pastel shades which Nature creates, together with their setting in the desert, with its quiet peace and distant vistas, causes even the non-church member to join in singing "Rock of Ages" and "Nearer My God to Thee," and to carry away with him a sense of peace and a renewed faith in human nature.

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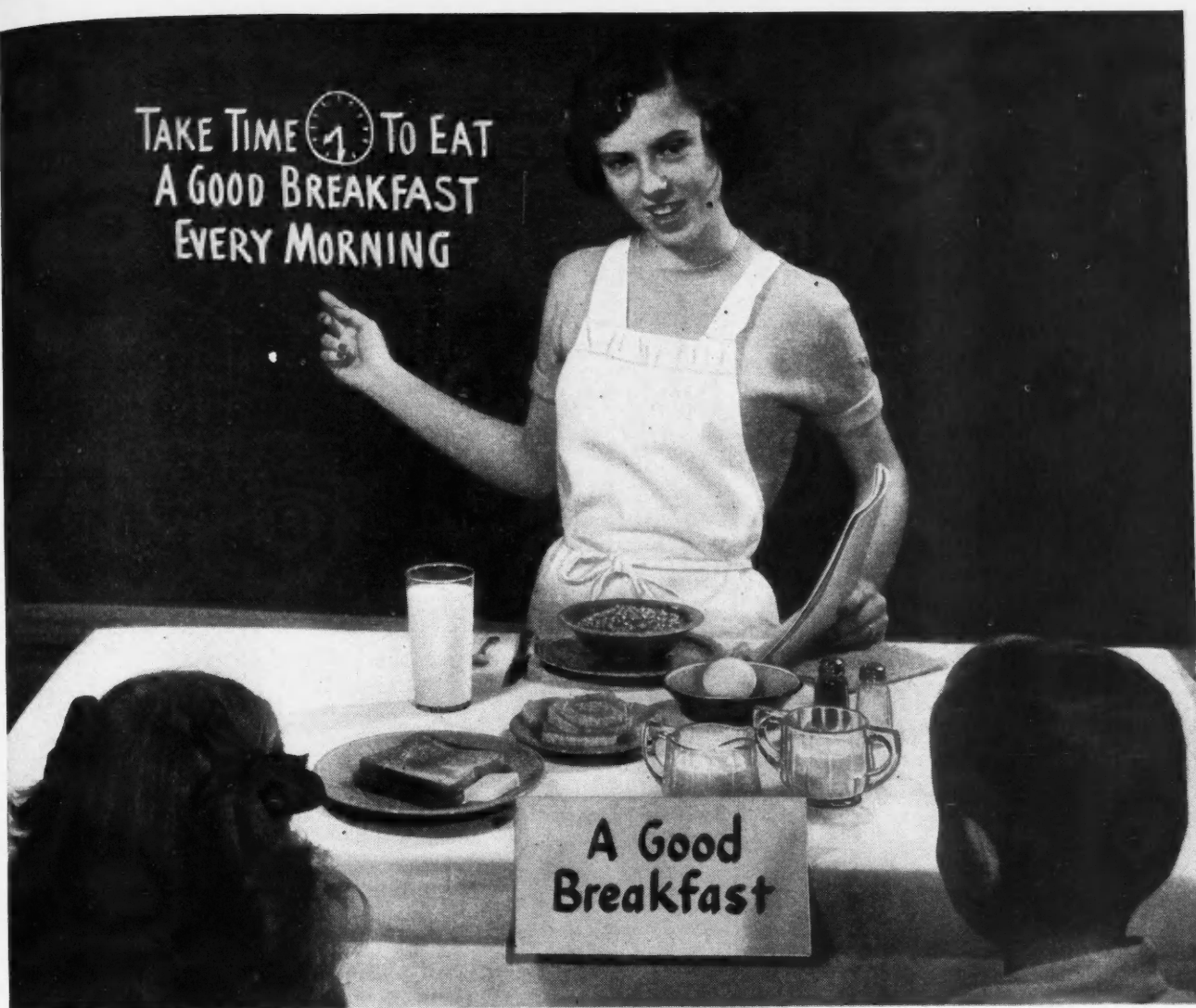
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Other members of the high school home economics class, as part of their over-all nutrition campaign, built community interest by setting up striking window displays of the Basic 7 Food Groups in downtown stores. By the time the campaign was in full swing, there was enthusiastic cooperation between parents, teachers, elementary schools and high schools.

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5 ways in which the home economics class can cooperate with the elementary teacher:

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- 2—Help children plan school lunch menus
- 3—Check children's individual eating habits
- 4—Prepare displays, materials, skits, movies for elementary groups
- 5—Take elementary children on tour to food markets, bakeries, canneries, etc.



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CTA *Journal*

THE JOURNAL OF THE CALIFORNIA TEACHERS ASSOCIATION

ELECTED SCHOOL OFFICERS MUST BE KEPT NON-PARTISAN

EDUCATION in California should not be mixed with party politics. Both major parties are interested in good schools and, as a matter of course, should support any measures which will strengthen public education. The organized profession must hold up the hands of any legislator or public official who is a friend of education regardless of party affiliation.

Accepting this thesis, the people of California long ago determined that elective school officials should be chosen without regard to party affiliation. Party politics should never invade the administration of California's schools, and teachers should zealously guard against this possibility. Candidates for Superintendent of Public Instruction and for county superintendent of schools should not be advanced as the representatives of any political party and should be elected solely on their professional competence as school administrators.

Roy E. Simpson, incumbent Superintendent of Public Instruction, is a candidate for re-election. He runs, not as the candidate of any party, but solely on his substantial record as a professional educator. Other aspirants, if any, for this high post should be carefully judged on the same basis.

If educational officers are and ought to be truly non-partisan, the question arises, "Why are these officials elected as are other partisan candidates?" The answer is that they ought not to be, and the sooner the Superintendent of Public Instruction and the county superintendents of schools are made appointive, as are other educational administrators, the sooner will come the kind of educational advance the people and our profession desire.

Educational progress in California literally waits on the professionalization of school administration. True professionalization in this area will be difficult if not impossible until selection is put on a sound basis.

STATE COUNCIL MEETS IN APRIL

THE State Council of Education, the legislative body of California Teachers Association, meets at the Palace Hotel, San Francisco, on April 7 and 8. This is the annual meeting of the Association and will feature the election of three members of the Board of Directors. The terms of William A. Chessall, James N. Gardner and Robert C. Gillingham are expiring and nominations will be made for the consideration of the Council by the Sections they represent. Reports will be given on the various activities of the Association. All committees and affiliated organizations will be given the opportunity to bring recommendations to the Council. This is an important meeting. Every member should be present. — A.F.C.

DEFERRED ANNUITY

Answer to the Out-of-State Service Credit Program

By Louise B. Gridley, Berkeley; Chairman, CTA State Committee on Retirement

THE State Retirement Committee agrees with the Reciprocity Committee of the National Council on Teacher Retirement that the deferred annuity is the only fair and equitable provision for retirement benefits to teachers who change states during their careers.

After years and years of study, analyses, and surveys, this committee now recommends the deferred annuity, as practiced in California, as the solution to the problems of the teacher who is employed in more than one state and does not qualify for a complete retirement allowance in any.

If a California teacher, after 10 years of service, moves to another state, he may leave his investment in the retirement system here and, when he has reached retirement age, draw the proportionate benefits based on the length of his California service.

Several states have adopted this deferred annuity plan. When it becomes common practice throughout the country, the problem of out-of-state service credit will be solved.

A retirement allowance is really a deferred salary, payable upon compliance with certain requirements, particularly the attainment of a minimum age. By providing for deferred annuities, the California Legislature has shown a willingness to recognize all service to the children of California, but has refused to make any further provision for service rendered in other state school systems for which it has no responsibility. That is one of the conditions under which employment is accepted in California.

Reciprocal Relations

Some states have attempted to set up a reciprocal relationship (New York, West Virginia), but "reciprocal" implies a two-way movement and relationship. Frequently, however, states have been definitely in-migration or out-migration states, and the word has been meaningless. This applies emphatically to California.

Regardless of cost to teacher or state, it is far more logical and proper that every state which has received a reasonable amount of service from a teacher should recognize that service

through its retirement system . . . should contribute its share toward the teacher's retirement income. It is neither logical nor proper to expect that state where the teacher happens to have given his last years of service to assume the entire burden of 30 or more years of service for retirement credit.

Until all states recognize this obligation, the provisions of the retirement systems of both the state the teacher may wish to leave and the one he wishes to enter should be matters for his concern and evaluation.

Teacher Migration

In California, and in most other states, both the State Department of Education and the state professional organization have a policy of not urging teachers to leave one community to enter employment in another state, even though some other agencies or individuals may have engaged or be engaging in active soliciting. It always is the teacher's own individual responsibility to weigh carefully, as does any good business man, the advantages of a move which may be open to him. The older and more experienced the teacher, the more important these considerations become.

None would argue that teachers should not accept promotions or that a reasonable amount of change is undesirable. But when such change is made, it surely is desirable that it be done with full knowledge of what is being relinquished or acquired with such a change.

The nature and quality of the schools and the community . . . comparison of tenure advantages . . . salary schedule, including comparative costs of living . . . sick leave benefits . . . what retirement benefits will be lost or gained — these are a few of the considerations anyone must study when contemplating a change, especially a change involving a move to a different state.

BECAUSE this problem affects so many California teachers, the CTA State Retirement Committee instructed its chairman to make a report of the present practices of

the various states. Requested information has been received from all but 3 states. No information is available on North Dakota and the latest information on Vermont and Mississippi dates back to 1947 and 1948. Vermont permits out-of-state credit in computing eligibility for retirement, but makes no provision for benefits for that service. In Mississippi, the law makes no specifications, but the Board permits a member to deposit contributions withdrawn from another state with the Mississippi system and then receive credit for that service up to a maximum of 10 years, rendered prior to 1944.

The states which grant no out-of-state credit are Alabama, Arkansas, Colorado, Delaware, Georgia, Idaho, Iowa, Kansas, Louisiana, California, Maryland, Missouri, Nevada (law changed in 1949), New Hampshire, North Carolina, Oregon, Oklahoma, South Carolina, South Dakota, Tennessee, Texas, Utah, Virginia and Wyoming.

In Pennsylvania, the teacher makes deposits for the years served in other states, but the state makes no contribution toward the retirement allowance of the teacher for those years.

Credit for out-of-state service, up to a maximum of 10 years, is given by Connecticut, Florida, Illinois, Massachusetts, Montana, Nebraska, New Jersey, New York, Rhode Island and Washington. Indiana allows up to 8 years, while no limits are indicated for Kentucky, Minnesota, New Mexico, Ohio, West Virginia and Wisconsin.

Deferred Annuity

Those states already providing deferred annuity are Colorado, after 5 years of service; Florida, Louisiana, Montana, Rhode Island and California after 10 years; Illinois, after 15 years; Indiana, Massachusetts, North Carolina and South Carolina, after 20 years; Nevada, after 25 years; and Kentucky, after 30 years. Nebraska, South Dakota and West Virginia also have a deferred annuity provision in their laws, but did not report the minimum requirements in terms of years of service. The age at which this deferred annuity becomes payable varies with the retirement laws of the various states.

WHILE this survey shows that 16 states have accepted responsibility for a share of the cost of a teacher's retirement allowance when part of the service is performed elsewhere, it is the hope of the Reciprocity Committee of the National Council on Teacher Retirement that all states soon will find it possible to make similar provisions for the service they have received. Then no teacher will lose the service credits he has earned, and no state will be asked to assume an obligation which rightfully belongs elsewhere.

Teachers Should Verify Teaching Service

By Mrs. Louise B. Gridley, Berkeley;
Chairman, CTA State Committee
on Retirement

THE CTA State Association and Section publications from time to time have notified the teachers that all teaching service must be reported and contributions, where not already made for that service, should now be made.

The State Retirement Committee has recommended that this be done as soon as possible for two reasons:

1. As time goes on, it becomes more difficult to verify such service in areas where records were not carefully kept in the past. It becomes more difficult to locate persons who can properly vouch for such service.

2. If the required contributions have not been made for all service, it is not as great a hardship to meet that obligation while on a salary as it may later, when deducted from the retirement allowance at the rate of \$15 a month. The out-of-state service which is creditable must be paid for at the same rate as California service, plus 5% simple interest from the year in which it would have been due had the service been rendered in California.

Service must be verified on the proper blanks, provided for that purpose by the State Teachers Retirement System, 1408 J Street, Sacramento. Upon receipt of these papers with the necessary information, that office will send to the teacher a statement of the contributions which must yet be made for past service.

NEW CTA COMMITTEE ON SERVICES AND DUES

THE State Council of Education in December instructed the Board of Directors to set up a new Committee on Services and Dues. This Committee has been directed by the State Council to study the means of financing an adequate professional program for California Teachers Association.

The Committee members who have been appointed by Section officers and who will serve until the Committee makes its report to the State Council are: Chairman: Erwin A. Dann, Fresno; Mrs. Amanda Bonwell, Long Beach; Mr. Cletis Brown, Lincoln; Philip W. Engvall, Lemoore; Bruce Gammons, Pacific Grove; Mrs. Margaret F. Hill, Santa Barbara; Erwin M. Howlett, Glendale; Walter A. Hunting, Gilroy; Jack D. Rees, Hayward; Waldo Riches, Eureka.

TEACHERS MEET AT SALT LAKE CITY

SOUTHWESTERN Region of the Department of Classroom Teachers of the National Education Association will hold the annual conference on Friday evening and Saturday, March 17 and 18, at Salt Lake City. Hotel Utah will be the headquarters; reservations should be made direct with the hotel.

The theme for the conference is "Unity in Diversity: The Design for Our Profession." The program will open on Friday night at 8 o'clock and will continue on Saturday. Philip Wardner, president of the Department, and Hilda Maehling, executive secretary, will be among the speakers.

Every teacher association may send as many representatives as it wishes. Members of teacher organizations may invite their administrators. A large attendance will be welcome and appreciated. This is a splendid opportunity for teachers in the Southwestern Region to become acquainted and to discuss their mutual problems.

It is the hope of those planning the conference that every teacher association will send a number of representatives.

4160 Rosewood Avenue
Los Angeles 4, California

MARY VIRGINIA MORRIS, Director
Southwestern Region
NEA Department of Classroom Teachers

CTA State Headquarters Staff at Work



II. A SCENE IN THE RECEPTION ROOM

HERE'S the "voice" of the CTA. She's vivacious Helen Voight, who holds forth at the telephone switchboard in State Headquarters, San Francisco.

And, it's a full-time job keeping a line on affairs CTA. Her smiling voice answers a call, either incoming or outgoing, every minute and a quarter every office day in the month.

The accompanying picture caught Mrs. Voight on a busy day when all seven trunk lines were buzzing with business. She deftly handles not only the calls originating on the CTA's 21 extensions and those from the outside, but also serves as receptionist, caring for the wants of the many who daily visit State Headquarters.

SCHOOL Public Relations Strengthen Our Democracy

By Arthur F. Corey

Editor's Note — This article is based on the recently published 1950 Yearbook of the American Association of School Administrators. Dr. Corey, who served as a member of the Yearbook Commission, was requested by the NEA to prepare this article, for national distribution to all of the State Teachers Association magazines.

PUBLIC Relations for America's Schools," the 1950 yearbook of the American Association of School Administrators, outlines a philosophy underlying the relationship between the school and its publics and attempts to assign and assess the responsibilities of this relationship for all workers in public education.

The following material from the book itself develops briefly the point of view expressed in the new publication:

"More directly than almost any other agency or public enterprise, the public schools belong to, and are being operated by, the people of each community. Anything which weakens this position to that extent weakens democracy itself, and whatever binds the community to its schools contributes to democracy's strength.

"Public relations seeks to bring about a harmony of understanding between any group and the public it serves and upon whose good will it depends. School public relations acquires its direction quite largely from the nature of the schools themselves and from the fact that American schools operate in a democratic society.

"This philosophy does not disbar from school public relations the need for the presentation of facts. School public relations has become something more than just presenting facts. It has become more than the mere interpretation of the school program. It has become a cooperative search for mutual understanding and an experience in effective teamwork.

"When school public relations is broadly defined and emphasis is laid on group cooperation, every problem is also an opportunity. This yearbook assumes that school public relations is the cooperative development and maintenance of efficient two-way channels of information and under-

standing between the school, its personnel and community."

School public relations must be HONEST in intent and execution, INTRINSIC in the school program, CONTINUOUS in application, POSITIVE in approach, COMPREHENSIVE in character, SENSITIVE to the publics concerned, and SIMPLE in meaning and concept.

Public Relations Must Be Honest

"There is some risk of our thinking that a successful public relations program needs to be sophisticated. It must in the first instance be identified with honesty and integrity. Any misrepresentation carries not only the burden of its own lost opportunity to inform, but the doubled penalty of eventual public censure and wrath. What the school system says must be identified with what it does. 'Know

COMMISSION MEMBERS

Dr. Paul J. Misner, superintendent of schools, Glencoe, Illinois, chairman.

Dr. Arthur F. Corey, state executive secretary, California Teachers Association.

Dr. James Winfield Edgar, superintendent of schools, Austin, Texas.

Evan E. Evans, superintendent of schools, Winfield, Kansas.

Dr. Calvin Grieder, professor of school administration, University of Colorado, Boulder.

Dr. William Jansen, superintendent of New York City schools.

James E. Pease, district superintendent of schools, La Grange, Illinois.

Dr. W. W. Theisen, superintendent of schools, Milwaukee, Wisconsin.

Dr. J. Burton Vasche, deputy superintendent of public instruction, Olympia, Washington.

Mrs. Pearl A. Wanamaker, Washington state superintendent of public instruction, Olympia.

the truth and the truth shall make you free.' Sow the truth and the truth shall make you friends."

Public Relations Must Be Intrinsic

"School public relations has no identity extraneous to the program which is going on in the schools. It passes on to the school publics, as effectively as possible, what has been said or done by those responsible for the education of children, and collects and synthesizes the ideas of the publics as to what ought to be done in the schools. The desired effect on attitude or opinion should come as incidental to some activity in which people are interested and which is recognized as worthwhile in itself."

Public Relations Must Be Continuous

"One of the most harmful mistakes in strategy is the notion that the public relations effort essentially is a series of crises. Crises sometimes do occur in public relations, but the brilliant thrusts in such situations must not be regarded as characteristically the heart of the public relations plan. Opinion is not formed on the spot out of the evidence at hand, but is developed out of a mysterious interplay between a present situation and past experiences, present attitudes and emotions of the individual."

Public Relations Must Be Positive

"Negative statements should be avoided in dealing with school publics. Denials usually are wasted breath. Statements regarding what the schools are not doing generally are misguided and should always give way to a positive statement of what the schools are doing. Especially in large publics few opinions are changed by being disproved. People do not like to be contradicted. The evidence is conclusive that change in public opinion is best brought about by specific positive appeal repeated often enough and with sufficient evidence to receive acceptance."

Public Relations Must Be Comprehensive

"School public relations should be broad and varied — broad in the sense that no phase of the school program is ignored and no segment of the staff excluded; varied in that no possible medium of contact with any public shall be missed. The core of the program should be the regular school program of the children. A simple and practical method of periodic reports to parents essentially is the finest

public relations effort that could be undertaken."

Public Relations Should be Sensitive

It should be a two-way process. Too many educators have assumed that the purpose of public relations is "to sell" the public their ideas. They have ignored the attitudes, opinions, drives and desires of the public itself.

The Ideas Must Be Simple

The ideas featured in school public relations should be simple rather than complex. Ideas usually are transmitted through words. He who would tell an effective story to his publics must study not only the meaning but the emotional connotation of words. He must be content to use words which mean essentially the same thing to most people. These are the simple words. Do not confuse the public with too many facts.

NO MAGIC ANSWERS

"Wholesome school public relations do not just happen. They result from the observance of time-tested policies of human relationships."

Such is the conclusion of nationally-recognized experts in the field who have pooled their talents in the publication of "Public Relations for America's Schools," the 1950 yearbook of the American Association of School Administrators.

"There are no magic answers in public relations," declares the new publication. "Good school public relations depend upon a knowledge of what to do and when and how to do it. They require careful planning, skillful management and accurate evaluation."

In a 497-page volume are set forth tried and true principles and practices in the art of developing public support and appreciation of education.

Equalize Tax Assessments

Inter-County Equalization of Assessments in the State of California

By Harry M. Howell, Associate Superintendent, Budget Division, Los Angeles City Schools

CHAPTER 1466 of the California Statutes of 1949, more commonly known as Assembly Bill No. 2027, provides for inter-county equalization of assessed valuation. This law was enacted after it was conclusively demonstrated to the State Legislature that the relative taxpaying abilities of the various school districts, as they operated under the formula for the granting of equalization aid, were not being adjudged on an equitable basis. Certain school districts are profiting by equalization aid because assessment ratios in their respective counties are low, while other school districts are being reduced in the amount of their equalization aid because assessment ratios are high.

It will not be attempted in this summary of the assessment situation to relate the detailed data to support the findings which authenticate the following facts:

(1) That due to a lack of inter-county equalization of assessments, 21 of 35 counties sampled showed no median increases in assessed valuations in 1947-48 as compared to 1946-47, while the remaining 14 counties sampled made general increases in assessments for all properties. This inequality in assessing practices resulted in sur-

pluses in the school equalization fund and brought about a most unfair distribution of equalization aid.

(2) Assessed valuations from 1940 to 1948 lagged far behind other indexes of the economy. Although the cost-of-living index was increasing 69%, the income of civilian residents 200.58%, sales and use tax collections 202.03%, and in lieu tax collections on motor vehicles 160.30%, the median increase in the assessed valuations of the properties sampled was only 14.04%.

(3) Excluding new construction, the actual total increase in assessed valuations in California for the period 1940 to 1948 was 14.36%, which increase was attributed to re-valuation of properties for assessment purposes.

(4) Assessed valuations did not adequately reflect the presence of increased wealth in the State.

(5) Finally, the distribution of equalization aid did not necessarily parallelize the need of the recipient school districts for such aid.

Assessors Were Consulted

Before AB 2027 was approved and enacted into law in its final form, many meetings were held during the 1949 legislative session with the individuals and groups concerned, and compro-

mises had to be made. The County Assessors throughout the State disapproved the original bill, but after frequent consultations with them and upon the incorporation of their various suggestions in the bill, they did not object to its passage.

Now, however, much misinformation with respect to AB 2027 is being circulated throughout the State with the hope and intent that no appropriation to put the law into operation will be made at the Budget Session of the State Legislature in March 1950. Without an appropriation to finance it, the law cannot become operative in 1950-51.

For example, there appeared in December 1949, in one of the Los Angeles city daily newspapers an editorial which stated, in part, "The proposals made by the United Taxpayers, Inc., at a meeting here, deserve serious consideration from the lawmakers, both State and local. Since the State has ceased to levy direct taxes on property, the inter-county equalization law does not appear to serve any good purposes and the money spent in meaningless equalization could well be saved. . . ."

The writer of this editorial failed to recognize that during the school year 1949-50 there is being distributed by the State of California to the various school districts the amount of \$2,825,617.89 in transportation allowances and \$34,051,073 in equalization aid, a total of \$36,876,690.89. This sum will all have been apportioned by applying assessed valuations of property in the various counties in which the recipient school districts are located as the sole criterion to measure the ability of the district to purchase transportation for its pupils and to support a foundation program of public education.

Good Purposes Are Served

Since all school districts in the State are subject to the same qualifying tax-rates to be granted equalization aid, it is axiomatic that a 25% ratio of assessed value to market value in one district will yield just one-half as much revenue as a 50% ratio in another district. It is difficult to understand how the editor of a metropolitan newspaper can reason that because the State does not levy an ad valorem tax "the inter-county equalization law does not appear to serve any good purpose" when the fact is that almost \$37 millions are subvented to school districts with assessed valuations as the sole measure for the apportionment of this large amount.

It would appear that the writer of the editorial is not acquainted with the provisions of Assembly Bill No. 2120,

the law which governs the apportionment of State school funds. This law prescribes mandatory tax levies to determine the amount of equalization aid, if any, which school districts are to receive. This one fact of itself is sufficient evidence of a definite need for inter-county equalization of assessments. It bears repetition that under the equalization formula, when State-controlled funds such as the sales tax are returned to school districts in the form of equalization aid according to the amount of assessed valuation per unit of average daily attendance, unless there is inter-county equalization of assessments, moneys rightfully belonging to one school district are inevitably diverted to some other school district.

The provision in the equalization law which requires that the same tax rates be used in each county as a prerequisite for school districts becoming eligible to receive equalization aid has made the 58 County Assessors of California key members of a group of officials vested with the responsibility for equitable administration of the equalization aid fund for school support. It was generally understood that since the suggestions and recommendations of the County Assessors were incorporated into AB 2027, and since they did not oppose the final passage of the Bill, they would strive to bring the inter-county equalization of assessments to a full culmination and would assist in the implementation of AB 2027. However, the Assessors are now in opposition to the law and in a conference of their association at Coronado in October, 1949, they adopted a resolution to request the State Board of Equalization to take no steps to implement the law and further to request the Legislature to repeal the law as soon as possible and during the interim to make no appropriation to carry out the purposes of the act.

Equalization in the true sense can only become an actuality when assessed values keep pace with market values and when the property in one school district has been assessed at the same percentage of market value as has been applied to the property in every other school district throughout the State.

The provisions of AB 2027, which is now Chapter 1466 of the Statutes of 1949, should become operative; thereby the equity of all ad valorem taxpayers will be served in that the assessed value of all assessable property in California will be equalized for school support and the adjustment of maximum tax-rates would promote equality in the tax burden.

ETHICS OF RECOMMENDATIONS

AN OFFICIAL STATEMENT BY THE CTA ETHICS COMMISSION*

I SHALL use words to convey my meanings . . . not to conceal them." — Herbert Hoover. This quotation should be an excellent guide for all those persons who are charged with writing recommendations for candidates applying for teaching or administrative positions.

The California Teachers Association Code of Ethics declares that, in meeting his responsibility to the profession, the teacher "requests honest recommendations for himself; he gives honest recommendations for others."

The Code of Ethics for School Trustees, adopted by the California School Trustees Association, states that "A trustee should not recommend a teacher for a position unless he would employ such teacher under similar circumstances."

The National Education Association Code of Ethics asserts that "Testimonials regarding teachers should be truthful and confidential, and should be treated as confidential information by the school authorities receiving them."

All of these stipulations still leave room for the testimonial writer to question his own evaluation, to recognize that the candidate might possess abilities or qualities either (1) overlooked by the writer or (2) given insufficient opportunity for expression in the relationship being reported.

What, then, should the testimonial writer include in the letter, so as to be sure that he is being ethical, just, and accurate?:

A. Does the candidate have good or outstanding abilities or qualities? Then list them.

B. Does the candidate have weaknesses that adversely affect (1) his professional effectiveness or (2) his relationships with others? Then list them.

C. Did the writer observe qualities in the candidate (1) which would fit him especially well for a certain type of position, or (2) others which would make him inadequate in specific assignments? Describe these abilities and handicaps.

D. Perhaps the writer truthfully feels that the experience of the candidate of whom he is writing has prepared that person to perform adequate service, though previous inadequacies make it advisable for him to proceed with a change of scenery — the challenge of a fresh start. Then the writer

should let his words convey his exact meaning.

If the candidate's difficulties in the writer's school system involved extenuating circumstances, which might not be encountered in a new position, the writer should include that explanation. However, if it is certain that the difficulty was strictly local (such as the young man denied tenure after 3 years of outstanding service, because he was disliked by a certain local person, who had exceptional influence), then there seems to be no need to permit such an injustice to cast any question on the candidate's ability.

But if, after adequate observation, the writer believes that the candidate is unsuited for the teaching profession, words should not conceal that opinion.

Worthy Teachers Merit Aid

On the other side, the NEA Code of Ethics declares that "School officials who fail to recommend a worthy teacher for a better position outside their school system, because they desire not to lose his services, are acting unethically."

Procedures for selecting personnel for the teaching profession are not sufficiently perfect to prevent the entrance of some who probably never can perform satisfactory service. School people are obligated to use letters of "recommendation" as one means to weed out incompetents and hopelessly maladjusted teachers. School people are equally obligated to use letters of recommendation to assist and encourage the growth and advancement of superior people into positions of greater service, responsibility and reward, even though it means their loss to the schools in which they have been serving.

IN short, school people are professionally unethical unless they report accurately and fairly comments on the strengths and weaknesses of those whose work, character and abilities they have observed.

School people cannot be ethical if they use words to conceal their meaning in letters of recommendation.

* Miriam Spreng, Chairman; Wm. J. Burkhard, David C. Conley, Ruby Ferguson, Lillian Hagopian, John L. Hutchinson, Charles O. Blodgett.



A teacher, with her class, inspects an exhibit in the Caravan.

History on Wheels

A brief chronicle of the California Centennials Commission Historical Caravan and its reception by school children

By J. F. Landis, Liaison Officer, California Centennials Commission

I'LL always remember this exciting day as long as I live!" . . . "It was a privilege to have seen all these wonderful things which make me so proud of my state!" . . . "Before, when I read history I could hardly believe some of the tales of the pioneers, but now I realize the hardships our forefathers went through in settling our great country!" . . . "I went three times to see this wonderful display and hope that mother will take me with her when she goes tonight!" . . . "I have never been in a museum and I am glad that you came to our town. Now I can say that I have seen some of California's most precious possessions!"

These are only a few of the many written comments from the thousands of interested school-children of our state who, during the past year, were privileged to visit the famous Historical Caravan.

Among the many projects inaugurated by the California Centennials Commission during these centennial years, the Caravan — or, "California's own Freedom Train," as it has been aptly named — has created much com-

ment among the youngsters who have been privileged to visit it.

Briefly, this Caravan, or traveling museum, consists of two large busses filled with documents and objects covering three hundred years of California's colorful and romantic history. The main purposes of the Caravan are threefold — to stimulate a greater interest in California history; to quicken a desire for research and study; and to increase respect and reverence for the pioneers of California. The exhibits in the two busses contained in 14 panels, each of which is concerned with a definite period or episode of the state's history, are as follows (outstanding exhibits in parentheses):

1. California Exploration (Drake's Plate).
2. Spain Colonizes California (Portola's Diary, Serra's Bible).
3. Subjects of the Czar (Fort Ross Bill of Sale, Russian Weapons and Tools).
4. Mexico Succeeds Spain (First Book Published in California).
5. The Bear Flag Waves (Ide's Proclamation).
6. The United States Flag Is Raised

(Sloat's Proclamation, First Newspaper).

7. Westward Roll the Wagons (Patty Reed's Doll).
8. Marshall Discovers Gold (Famous Documents).
9. The Gold Rush (Articles and Papers of this Period).
10. Pay Dirt (Miners Tools, Gold Samples, etc.).
11. Life in the Mines (Bret Harte Manuscript, First Edition of Mark Twain).
12. California, The Thirty-first State (Roster of Constitutional Convention, Joaquin Murrieta's Knife).
13. A New Order of Communication and Transportation (Gold Spike and Silver Hammer).
14. California Preserves Its History (Governor's Message).

After its inauguration in Sacramento by Governor Earl Warren and Commission Chairman Joseph R. Knowland, the Caravan moved south in late January to start its trek through that part of the state. Five months were spent in this area, presenting the Caravan to hundreds of thousands of school

Thousands of California school children, with their teachers, have visited the famous Historical Caravan, shown here at Banning.



students in 62 different communities. The Caravan then moved to the central and valley sections of the state, for a 4-month period, returning to the Southland in December for the Death Valley celebration and subsequent showings in the Los Angeles area. At the present time, it is in the Bay area, where it will remain until April 1. Then, pending approval by the State Legislature, it will cover the Northern California communities.

Enthusiastic Reception Everywhere

The reception of the Caravan in all towns has been most enthusiastic. Not only children but adults as well have been impressed by these treasured mementoes of California's heritage. Teachers and principals along the route greeted the Caravan with fine cooperation and sincere appreciation. Said one teacher:

"The student reaction to this splendid display shows how starved and appreciative our children are for such visual presentations of history. Our students were thrilled and grateful and we teachers are most thankful for this wonderful stimulus to our social studies program. It is the most educational and interesting thing since the Freedom Train."

And one principal remarked:

"I would like to thank the originators of this idea of the Caravan. It makes us proud to be a part of such a wonderful state. You have my sincere appreciation!"

Over 400,000 persons have visited the Caravan to date. In many communities the entire population came to the Caravan. The purposes of the Caravan have been well fulfilled.

RED CROSS MONTH

DURING March, volunteers in communities throughout the nation will ask the American people to contribute \$67,000,000 to carry on the humanitarian services of the American Red Cross for the 1950-51 fiscal year.

The Red Cross obligation to care for emergency and long-term needs of disaster victims continues.

Services to the Armed Forces and to a constantly-increasing veteran population must be met.

And health and safety services, including a national Blood Program, are vitally important to the health and welfare of the entire nation. California teachers have never failed to do their full share.

Dr. Simpson Files for Re-election

CALIFORNIA'S SUPERINTENDENT OF PUBLIC INSTRUCTION WILL FILE FOR RE-ELECTION ON THE NOVEMBER BALLOT

ROY E. SIMPSON has announced that he will file for re-election to the non-partisan state constitutional office of Superintendent of Public Instruction. Dr. Simpson was elected to his present four-year term in June, 1946.

Reviewing the policies of his administration as chief state officer of the public school system, Dr. Simpson submitted the following statement:

Review of Policies

"I have sought to direct every resource of my office and of the State Department of Education toward the solution of the problems that have arisen in California's public school system as a result of the state's phenomenal growth in population.

"Authority granted in legislation and in constitutional amendments has made it possible to carry through some important advances in public school finance, state financial aid in schoolhouse construction, recruitment of teachers, expansion of state college and junior college opportunities, veterans' education, provision of textbooks, and in the reorganization of the State Department of Education.

"With full appreciation of the impressive support extended by the people of California to the essential measures for the expansion of the public school system, I submit my candidacy in the conviction that I can be of service in continuing development of many projects now under way, and in constructive planning and action to meet the educational needs of California's children, youth, and adults in the future."

He Has Many Tasks

Among the responsibilities Dr. Simpson holds as Superintendent of Public Instruction are those of executive officer of the State Department of Education, with the additional title of Director of Education; chairman, State Curriculum Commission; chairman, State Teachers Credential Commission; secretary, State Teachers Retirement Board; president, State Teachers Retirement Investment Board; executive officer, State Commission for Vocational Education; secretary, State School Building Finance Committee; member, State Allocations Board; member, Board of Directors, National Council of Chief State School Officers; member, 1951 Yearbook Commission, American Association of School Administrators; member, Regents of the University of California; member, Governor's Council.

Dr. Simpson holds memberships in the major professional organizations, including the honor society, Phi Delta Kappa. He served in 1944 as president of the California Association of School Administrators, and in 1945 as vice-president of the Association. He is a member of the Rotary Club and the American Legion.

His Life Story

BORN in Santa Rosa in 1893, Dr. Simpson attended the University of California and Pomona College, and has a master's

degree from Claremont Colleges. He was awarded a Litt. D. degree by Chapman College in 1948. He first taught at Anderson union high school, Shasta County, 1915 to 1917. He served in the U. S. Army, 1917 to 1919, returning to Anderson as principal of the high school and remaining until 1927. He was principal of Emerson junior high school and of the evening high school at Pomona, 1927-1932. For the next 5 years he was district superintendent of schools at Gilroy, and from 1937 to 1940 was city superintendent of schools at Santa Cruz. He was superintendent of South Pasadena city schools and South Pasadena-San Marino high school district, 1940-1945. In November, 1945 he was appointed to fill the unexpired term of the late Dr. Walter F. Dexter as Superintendent of Public Instruction, and was elected to a full term the following year.

Dr. and Mrs. Simpson celebrated their 30th wedding anniversary in May, 1949. They have 3 sons and 3 grandchildren.

Dr. Roy E. Simpson, leader of the California Public School System.



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George I. Linn
Northern



Dorothy E. Knapp
North Coast



Mary E. Stewart
Central Coast



Lawrence Toddhunter
Central

GEORGE I. LINN

George I. Linn of Sacramento, newly-elected president of CTA Northern Section, is a life member of NEA. He attended NEA conventions in Los Angeles, Portland, Indianapolis, Pittsburgh, and Cincinnati; in 1947 he attended NEA Institute of Organization Leadership at the American University, Washington, DC. He sponsored the idea of the square symbol now used by NEA on all of its literature, and the revision of this by adding the United Teaching Profession to the symbol and changing the symbol to the form of a shield.

He has been a member of Phi Delta Kappa since 1917 and is a charter member of XI Field Chapter in which he has served as treasurer for 9½ years, vice-president, president, and has been historian for the past several years.

Mr. Linn, member of CTA since 1922, helped organize South San Joaquin Teachers Club and served as president for one year. He held several committee assignments in Sacramento City Teachers Association both before and after serving as vice-president for one year and president for two years. He has been chairman of the Northern Section Classroom Teachers Department banquet committee the 3 times they have had a banquet and was sent in 1947 as one of their representatives to the Classroom Teachers National Conference at Oxford, Ohio. He has served for both organizations for several years as their representative on NEA International Relations Advisory Committee.

He has been vice-president of CTA Northern Section for the past 3 years and has enjoyed working under the capable leadership of former president John Palmer.

He is a counselor in Sacramento Senior high school, of which Dr. Malcolm P. Murphy, former president of the CTA Northern Section, is the principal.

DOROTHY E. KNAPP

MRS. Knapp has been a teacher in California schools for 15 years; for the past 6½ years she has been principal of and teacher in the Orick Elementary School, located, on Highway 101, at the extreme northern end of Humboldt County. The

student body of approximately 150 children is taught by a faculty of 5 teachers.

Mrs. Knapp lives in Trinidad, 21 miles south of Orick, with her husband and two sons. She received her teacher training at Humboldt State College, returning every summer for the past several years to do graduate work. She has taught in Glenn and Humboldt Counties, including several years spent in the Eureka schools prior to her marriage.

After leaving the teaching profession to rear her family she returned to teaching 10 years ago. She served as first president of the Northern Humboldt Teachers Association. Last year she served as first vice-president for CTA North Coast Section. This year she begins her term of office as president.

MARY E. STEWART

Mary E. Stewart, president of CTA Central Coast Section, is an English teacher in the junior high at San Luis Obispo. She received her elementary and high school education in the schools of Loveland, Colorado, and her A.B. degree from Monmouth College in Illinois. She was graduated with an M.A. degree from University of Southern California and has attended summer sessions at University of Colorado, College of the Pacific, and a summer theater in Rhode Island.

Before coming to teach in California in 1942, Miss Stewart taught in the Montrose County High School in Colorado, at Cheyenne Senior High School in Wyoming, and a summer session at Wyoming University.

Miss Stewart has taken an active part in professional organizations, serving the local group as vice-president, building representative, and committee chairman. In the Central Coast Section she has been president of the classroom teachers department, vice-president of the Section, and is the 1950 president.

For two years she worked as chairman of the CTA State International Relations Committee, resigning last December to have more time to devote to her present position. In San Luis Obispo Miss Stewart is an active member of Delta Kappa Gamma, American Association of University Women, and takes part in the community activities of Radio Theater, World Affairs Council, and folk dancing.

LAWRENCE TODDHUNTER

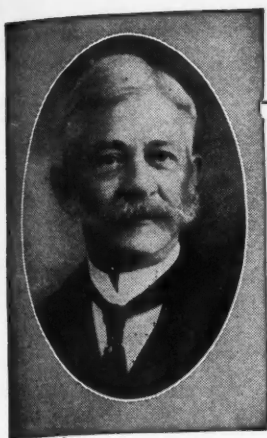
Lawrence E. Toddhunter, President of CTA Central Section, was born in Bakersfield in 1908 and was educated in the schools of Fresno. He attended Fresno State College and in 1931 received a Bachelor's Degree in Commerce. He obtained a teaching credential from Fresno State College in 1933, and a Master's Degree from Stanford University in 1936. He has done additional graduate work at Stanford since that time. He was employed by the Selma Schools in 1933 and has served in various capacities as teacher, principal, assistant superintendent, and has been district superintendent since July 1, 1946.

He holds the rank of Commander in the United States Naval Reserve and served both with the fleet and on shore activities during the war. At the conclusion of hostilities, he was the Administration Officer of the Mid-Shipman Officers School, Graduate School of Business Administration, Harvard University. On February 1, 1950, he became Assistant Superintendent of Fresno City Schools. He is married and has one daughter in high school.

Editor's Note — Portraits of Dr. Rex H. Turner, Bay Section, and Fred W. Bewley, Southern Section, have appeared in previous issues of this magazine.

VANDEREIKE HONORED

Paul VanderEike, science department head at Bakersfield high school and college, who resigned last summer, after 38 years service, received a tribute at a fall meeting of the combined high school and college faculty. Dr. Herman Spindt, director of admissions, University of California, and former principal of Bakersfield high school and district superintendent of Kern County union high school district, was chief speaker at the meeting. Mr. VanderEike received from Dr. Spindt an honorary certificate of membership in the California Association of Secondary School Administrators, in recognition of his long service as vice-principal of Bakersfield high school and college and his administration of the science department. A beautiful contour chair came as a gift from the faculty.



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Lv. Kansas City.. 8:00 A.M.
(via Wabash Railway)
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**California Student
Teachers Association**

THE STORY OF CSTA

By Mary A. Ball

ESTABLISHED in 1937, with 7 teacher-training institutions represented, the California Student Teachers Association, now with 31 Chapters, has grown from a few hundred members to 2,900 for the year 1949.

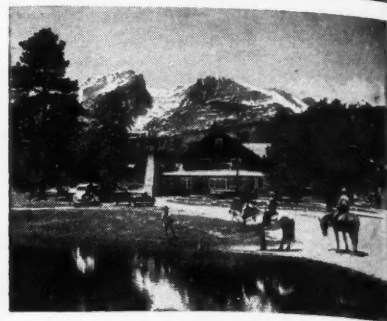
Chapters may be formed only in institutions of higher learning which have been granted the right to issue teaching credentials by the State Department of Education. Of the existing Chapters, 23 have at least 30 members and are entitled to official representation on the Junior Executive Council. Official representation includes the payment by California Teachers Association of the expenses of delegates to the two Council meetings, held at the same time and place as the State Council of Education, San Francisco and Los Angeles. The 8 chapters which have less than 30 members may and do send auditors to the Junior Executive Council meetings.

Membership in California Student Teachers Association is limited to regularly-enrolled students in accredited teacher-training institutions. Dues are \$1.50 per year in California Teachers Association, plus the local chapter fees.

Junior Executive Council

The Junior Executive Council (now comprising 35 official representatives), at its December meeting, names the colleges which will choose the next year's officers. Election of officers and installation is held at the annual April meeting. Chico State College is at present choosing one of its members who will serve as the 1950-51 president; University of Southern California will furnish the vice-president, and Whittier College the secretary.

Purposes, as stated in the Constitution, are to stimulate the highest ideals of professional ethics and attitudes; to promote the social, professional and economic welfare of teachers; to improve educational services in general, to foster active cooperation between the student groups of teacher training institutions; and to develop professional attitudes among student teachers." The organization offers opportunity to prospective teachers to become acquainted with the professional organization of teaching, its problems and its responsibilities, by active participation.



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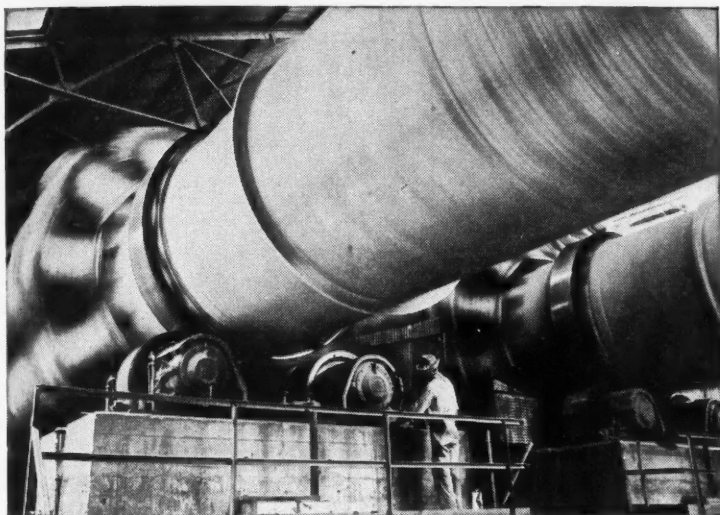
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It also provides leadership training through its offices, Council and committee activities.

Each chapter has 3 yearly responsibilities: (1) to acquaint its members with the purposes, structure, and ideals of the parent organization, California Teachers Association; with local teachers organizations; the National Education Association; and to know about the many specialized associations, such as music teachers, vocational teachers, elementary principals, etc.

(2) To study the Code of Ethics for California teachers, and the application of the code to each teacher's experience.

(3) To make an organized effort to attract qualified high school, college and university students into the teaching profession.

Committees

The Junior Executive Council, at present, has 5 standing committees, all busy on extensive projects.

Committee on Ethics. At present, San Jose State College furnishes the chairman. The other college chapter members are Chico State College; College of Holy Names, Oakland; Pepperdine College; San Diego State College; University of California, Berkeley; and University of San Francisco.

This committee has nearly completed the draft of a Code of Ethics for student-teachers, which will be presented to the Junior Executive Council and to the CTA State Ethics Commission, for approval and adoption.

Committee on International Relations. San Diego State College provides the chairman; Chico State College; Humboldt State College; Occidental College; San Francisco State College; University of California, Berkeley; and Sacramento State College.

This committee has under way the adoption of a European University, to be supplied with textbooks, school supplies, food, and an interchange of ideas, by all of the California CSTA chapters. Request has been made to UNESCO for the name of such University. Chapter activity will be under way as soon as the preliminary arrangements are completed.

Committee on Teacher Education and Professional Standards. The chairman of this committee comes from LaVerne College. Other members are California College of Arts and Crafts; College of the Pacific; San Francisco State College; University of Southern California; University of California, Los Angeles; and University of Redlands.

This committee will participate, with the California Teachers Association committee of the same name, in a study now in preparation on cadet-training, and the master-teacher program. The committee also is making preliminary plans to assist in a study of so-called over-lapping of courses in teacher-training programs.

Committee on Recruitment. Fresno State

College provides the chairman. Other representatives are from Humboldt State College; Los Angeles State College; Santa Barbara College, U. C.; University of Southern California; Whittier College; and San Diego State College.

This committee, while studying to find new technics to use in recruitment of qualified persons into teaching, is also aware of the problem of the great shortage in the elementary teacher field, and is planning to make suggestions to chapter recruitment committees for additional efforts in that direction.

Committee on Standing Rules. The chairman is from the University of California, Berkeley. Other members are: Chapman College; Fresno State College; Los Angeles State College; San Jose State College; University of Southern California.

This committee has undertaken the task of gathering into a body of standing rules, the various policies and rules previously adopted by the Junior Executive Council under authority of the constitution and by-laws. It is also considering the adoption of charters, both for representative and non-representative chapters. Some necessary changes in the by-laws are being studied and prepared for later submission to the Junior Executive Council and the chapters.

Role of the Chapter-Sponsor. Each chapter has a faculty sponsor, chosen under the rules of the college or university. Without exception these men and women—professionally-conscious, able teachers, and lovers of teaching—have given many unselfish hours to promote and sustain the work of the CSTA chapters. Their loyalty to the teaching profession has not been without reward, however, for they have contributed much to the professional responsibility and awareness of hundreds of young men and women now teaching daily in the classrooms of California. Where the college or university has adopted the policy of a comparatively long and uninterrupted term of office for the sponsor, the CSTA chapters have flourished.

Sponsors are responsible for overseeing the collection of membership dues; and for suggesting and guiding chapter programs. By their leadership in the chapters, they have been training leaders in the profession. In the past two years, in each of the leadership-training programs of the Sections at Camp Seeley and Asilomar, and in the workshops for leaders, conducted by California Teachers Association, former chapter members of CSTA have been present and active.

In addition to a page in the CTA Journal, prepared and edited by the CSTA State Secretary, a monthly CSTA News Bulletin goes to members of each chapter.



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California Congress of Parents and Teachers

HONORARY LIFE MEMBERSHIPS

By Mrs. H. J. Franzman, Oakland;
Chairman, Honorary Life Memberships,
California Congress of Parents and
Teachers

NUMEROUS teachers, doctors, psychiatric social workers and others in various public service fields bear witness to the successful accomplishment of one of the principal aims of Honorary Life Memberships. Individuals receiving assistance from student loans, fellowships and scholarships made possible by Honorary Life Membership funds have made considerable contribution to their communities as well as realizing personal goals. Thus the Parent-Teacher objective of serving both individual and community is successfully advanced.

Honorary Life Memberships were established in 1927 in order to raise money for a revolving fund to be loaned to students without interest, to complete their education and to provide means by which individuals and organizations may honor or express their appreciation for outstanding work in the field of education. Principals, teachers, past Parent-Teacher Association officers and outstanding civic leaders are among those who have received these Honorary Life Memberships. Honorary Life Memberships may be purchased for \$25 and a certificate of recognition will be issued to the person so honored. An Honorary Life Membership is solely honorary, and does not carry the right to vote nor hold office. However, active participation in the local Parent-Teacher association may be gained by payment of dues in that group.

Four principal projects have been established with the funds received from Honorary Life Memberships: Student Loans, Teacher Education Scholarships, Psychiatric and Child Welfare Social Work Fellowships, and Special Education Fellowships and Scholarships. The proportion of funds available for each of these projects is determined by the State Board of Managers. At present, the greatest emphasis is being placed upon Student Loan Funds.

Individuals interested in receiving aid from the Student Loan Funds may obtain application blanks from the District President or from the State

Office, 608 Occidental Life Building,
Los Angeles 15.

These applications are reviewed by a committee consisting of not less than 7 members of the State Board of Managers. Scholastic standing, actual need of financial aid, and the worthiness of the student are the principal determinants in approving the loan.

Student Loans are only a part of the program which Honorary Life Membership funds underwrite. Details of the various fellowships and scholarships have been discussed in previous articles. It is through these projects that the principles envisaged by Honorary Life Memberships have materialized and given satisfaction in terms of the dual aim of service—service to the individual and to the community.

School Bond Election Campaigns

WITH scores of local school bond elections impending throughout the State, California Teachers Association is currently offering administrators, and others who are interested, a series of conferences dealing with "Techniques in Conducting Local Bond Election Campaigns."

The conferences are designed to present specific activities which have proved successful in winning campaigns throughout California. In each case an exhibit of campaign materials is made available for inspection.

Programs in various parts of the State vary somewhat, although in most instances the main presentation is being made by W. Harold Kingsley, who directed three statewide school campaigns in Southern California and who has assisted in many school districts in the planning and execution of local election activities.

In many instances administrators who have been successful in winning favorable decisions on bonding proposals are slated to make detailed presentations of how they did it.

Several of the conferences are now being arranged; several have been held.

Among those who have been scheduled to assist in presenting details of successful campaigns are,—Mrs. Ardella Tibby, Compton; Byron Thompson, El Monte; and Lewis F. Smith, Grossmont Union High School.

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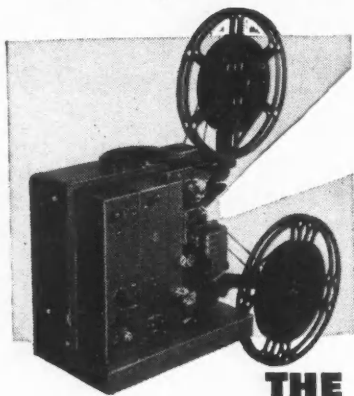
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NEWS FROM THE FIELD

WEST SIDE TEACHERS MEET

West Side Teachers Association, composed of administrators and faculties of Mendota, Firebaugh and Las Deltas elementary schools, held its first 1950 meeting at Mendota, January 12, president Bill Ripley of Mendota presiding.

The club passed a resolution requesting respective boards of trustees to grant a short day so that all personnel could attend the CTA workshop at Fresno, February 1.

Bill Carder, program chairman at Mendota, introduced Bob Rees, CTA field representative, who spoke interestingly of the coming workshop and then held a question and answer period on CTA matters. The entertainment committee served coffee and cookies; tables were charmingly decorated.

The second meeting was held February 9, with Las Deltas as the host. — Elizabeth Fair, publicity, Firebaugh.

LAETC IS CHARTERED

Los Angeles Elementary Teachers Club marked an important event at a recent meeting when the club president, Mrs. Olive Donegan, on behalf of the club, was presented with a charter for a new chapter of California Teachers Association, by Frank



O. McIntyre, director of public relations, CTA Southern Section. The Elementary Teachers Club was the first organization in Los Angeles to receive this recognition.

Los Angeles Elementary Teachers Club was founded in 1909 with Helen M. Laughlin as first president. In 1911, the membership numbered 700. The club has since grown to be the largest local teachers club in the United States, with a current membership of 3,300. — Alice W. Minner, Publication Chairman, Los Angeles Elementary Teachers Club.

TIPS FOR TEACHERS



One American in one normal week consumes six times as many eggs, seven times as much meat, twice as many vegetables and fruits, four times as much sugar, and twice as much milk as does one Russian. On what does the Russian live? Practically

a bread and potato diet with over twice as much bread and nearly three times as many potatoes as the American eats. These and other significant facts are brought home in a series of two-color picture food charts in the new geography, **NEIGHBORS ACROSS THE SEAS** (Gr. 6-7) by Norman Carls and Frank Sorenson.

School administrators by the dozens voted the "most practical and attractive item" among the exhibits at the meeting of the AASA to be the **WINSTON, NUMBER AS THE CHILD SEES IT**. These instructional materials are designed to make number meaningful and to help the learner to see, touch, move, and manipulate devices so geared to his own level that they are as interesting as toys. Chief difference: These devices "concrete-ize" number concepts so that the child sees sense in the arithmetic he does.

FRENCH PRONUNCIATION RECORDS by Dr. de Sauzé emphasize the oral approach of the famous Cleveland plan. These four 10" records of unbreakable vinylite, with high fidelity tone reproduction, insure correct pronunciation as proved by class experience over 15 years with more than 5000 students, ages 6 to 50.

Newest in elementary social studies texts is **TOM'S TOWN**. Just off press, this second book for second grade in the new **WINSTON SOCIAL STUDIES PROGRAM** was written by Mary Willcockson with Roy A. Price as Chief Consultant and Gertrude Hildreth as Reading Consultant.

1950 copyright has been granted for **THE WINSTON DICTIONARY FOR SCHOOLS**, the dictionary designed specifically for the pupil in the elementary or junior high school.

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NORTHERN SECTION NEWS

THE Northern Section Council held its winter session January 21 in Marysville. The new officers officiated; several important questions were decided. Our first annual Leadership Training Conference is to be held this autumn, probably September 22-24, at Manzanita Lake in Mt. Lassen Park.

The By-Laws are to be amended to establish standing committees to parallel those maintained by the state organization, namely: legislation, by-laws, public relations, salary, tenure, ethics, international relations, professional relations and teacher education.

A special committee on services and dues was also created, with Cleotis Brown as chairman; Mr. Brown is our representative on the state committee of the same name. The object of these committees is to create a clearing-house where the problems of increasing our services and dues can be studied and discussed.

J. N. Gardner of Sacramento was re-nominated as our representative on the State Board of Directors. President Linn was sent to the regional conference on Defense of Democracy through Education, held in Phoenix, January 28; Mrs. Hazel Redwine of Marysville also attended.

The President was elected as one of the delegates to the NEA at St. Louis, and the WOTP at Ottawa. The other NEA delegates will be elected at the spring meeting. The Section renewed its membership in the WOTP.

The spring Council meeting will be held either in March or in May. If problems of legislation arise it may be held at the earlier date. If it is held at the later date it is planned to hold it in Nevada City, since J. D. Conway, President of the Nevada County Association, has invited the Section to meet there.

President Andy Holt of the NEA ended his visit to California with two meetings in the Northern Section on Saturday, February 4; he spoke at a breakfast in Oroville in the morning, attended by 120 teachers, and in the evening, at the annual dinner of the Sacramento City Teachers, about 400 were present. In his inimitable style President Holt told us some of the ways to teach democracy, and also some of the ways not to teach it. — R. W. Everett, Executive Secretary.

PHOTOGRAPHIC AWARDS

High School Picture Contest Offers
National Recognition to Students

All teachers know how much recognition in any form can mean to a student. And teachers who supervise school publications are especially aware of this, because of their direct contact with students whose work is selected for publication.

Fifth Annual National High School Photographic Awards is sponsored by the Eastman Kodak Company in a \$3,500 picture-taking competition. Full details, together with entry blanks for distribution to students, may be obtained by writing National High School Photographic Awards, 343 State Street, Rochester 4, New York; also a copy of Yearbook Editor's Guide — a small how-to-get-and-use-pictures booklet you'll find quite helpful.

This year's National High School Photographic Awards closes April 14. It is approved by the contest committee of National Association of Secondary School Principals.



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SEND FOR FOLDERS

UNESCO CONFERENCE

High School Delegates Meet at Stanford

STANFORD University campus welcomed 125 delegates from 50 high schools, representing nearly every northern county, who recently met for the second annual Northern California High School Conference on UNESCO.

Sponsored by Stanford's Institute of International Relations, this Conference was an important milestone in student achievement; the delegates were officially welcomed

by Miss Constance Roach of the Department of State.

Compare the "count" with the 85 who attended the 1948 Conference at Asilomar, and one can readily see that the "problems of peace and security" and "International Relations programs and activities in the schools" are slowly taking on meaning to a growing segment of California's youth.

After over two years of planning, they have found the voice to speak and the muscle to act. For out of this Conference came the hoped-for Northern California High School Council on UNESCO, a

organization equipped with a constitution and all the parliamentary structure necessary for uniting some 300 schools into a responsible body, oriented toward two intrinsic ideals: world peace and understanding between individual men.

The delegates showed, also, that they realize idealism and a "confirmed realism" need not be hermetically sealed off from each other. Programs which students have already initiated in their schools offer good evidence of this: Napa High School and Junior College is planning for a regional conference on UNESCO. Santa Cruz High School, through Hadly Roff, is preparing a radio program; while he has spoken several times before Lions' Clubs. William Bosworth at Mill Valley High School is developing an UNESCO Club. Raoul Peizer of George Washington High School in San Francisco has been instrumental in organizing an UNESCO school assembly, library exhibit, and is now trying to get an UNESCO Club under way. And Priscilla Gurr, Santa Clara County delegate chosen at the Conference, is speaking before PTA meetings and the school's history classes. She is also attempting to have UN studies required in history classes, and is organizing an UNESCO Club. An added incentive on the IIR's program is the scholarship being offered to the student most outstanding scholastically and in international relations activities. — Charles E. Miller, San Francisco

New Horizons in Teaching

Suggestions we hope you will find interesting and helpful



Ever
make
an
Easter
tree?

Easter Bunny says
it's easy to make
and lots of fun

You begin by getting a branch about 23 in. tall x 16 to 18 in. wide. Tie on tiny basket, toy chick, strings of beads, buttons or macaroni pieces which you color. See photo above how to use. Next, out of colored paper (yellow, green, red) cut out own hand-drawn tulips.

Your paper tulips should be $2\frac{5}{8}$ in. tall x $2\frac{1}{4}$ wide; green stem, 2 in. and leaves, 2 in. long x $\frac{3}{4}$ in. wide. Affix stem and leaves to tulip with sticky tape.

Now, color 3 or 4 eggs with paint or crayon or easter egg dyes and patterns. Let dry, then with sticky tape and string or ribbon make loop for hanging on tree. See how at right.

But before coloring shells, remember each egg must be "blown out" in order to have shells hang lightly without weight like Christmas Tree ornaments. See how at right.

We hope the foregoing is helpful to you just as millions of people daily find chewing delicious **WRIGLEY'S SPEARMINT GUM** is helpful to them. The pleasant, satisfying chewing just naturally helps relieve tension so that you feel lighter hearted and your work seems to go smoother, easier.

How to Blow Out Eggs—Prick pinpoint at one end and make hole $\frac{1}{16}$ in. at other end. Put lips lightly to smaller hole and blow ever so carefully and slowly so as not to crack shell.



How to affix loops to the shells—Turn egg shell on its side and now with hardly any pressure at all (you must be most careful or you will crack it) stick on tape with ends of string or ribbon loop fastened underneath as shown, right. Loop 4 inches.



For a base—use a jar or a flowerpot. Fill with dirt or sand if large; if small, a flower holder and candy easter eggs.



CALIFORNIA SCHOLARSHIP FEDERATION

Dates to Remember

Students Regional Conventions and Advisers Regional Conferences

Northern Region —
Marysville — March 25.

Southern Region —
Santa Monica — April 15.

Central Region —
Redwood City — May 6.

SAN DIEGO COUNTY CAMPING

The school camping education program in San Diego County, now nationally known, is jointly participated in by the San Diego unified school district (San Diego City schools) and 12 districts as well, including Cajon Valley union school district, Chula Vista union school district, Encinitas union school district, Lakeside union school district, La Mesa-Spring Valley school district, Lemon Grove school district, National school district, Oceanside school district, Ramona unified school district, Solana Beach school district, Grossmont union high school district, and Sweetwater union high school district.

San Diego city and county have pioneered this remarkably successful pilot project and each of the participating districts merits credit, as do the city and county governments of San Diego, which have provided all capital investments. The program is under the direction of the San Diego City-County Camp Commission, made up of a member of the City Council, a member of the County Board of Supervisors, the City Superintendent of Schools, the County Superintendent of Schools, and the President of the 9th District of the California Congress of Parents and Teachers.

CTA Central Coast Section Council will meet in Paso Robles March 24. There will be a breakfast for the executive board of the Classroom Teachers Department at 8 am; Section committees will meet at 10 o'clock; the Section Council luncheon and business meeting will begin at 12:30. Local groups are urged to send interested members to the committee meetings at 10 o'clock.

Dr. John S. Carroll, San Diego, superintendent of schools, elected president of the NEA Department of Rural Education for 1950-51, takes office in March, succeeding Paul B. Norris, Iowa. Dr. Carroll, immediate past-president of California's School Administrators Association, heads one of America's largest county school systems. He is recognized as one of the nation's foremost leaders in rural education.

California Association of Women Deans and Vice-Principals (Northern Section) will hold its spring conference on the week-end of April 14-16; at the Sonoma Mission Inn, Boyes Springs, Sonoma County. All deans, vice-principals and other women interested in personnel work in schools and colleges are invited. If you have not received a notice of the meeting contact the secretary—Gertrude B. Woodward, San Leandro High School, 2200 Bancroft Avenue, San Leandro.

The second in a series of **Counseling Workshops** will be conducted at Chico State College, June 19-July 14, under a grant from the Rosenberg Foundation.

Outstanding national leaders will again participate in the Workshop. In addition to lectures and discussion groups, regular courses will be offered in advanced techniques of interviewing, in counseling and diagnosis in elementary and high schools, as well as in test interpretation. Latest recording equipment will be available to students interested in improving their counseling skills.

The 1949 Workshop, limited to 70 students, met with marked success. The 1950 Workshop will be limited to 20 in the advanced interviewing section and 60 in the basic section.

The **USC Education Alumni Association** will hold its Spring Conference, 3:45 to 9 p.m., March 15, in Hancock Auditorium. Theme of this year's conference will be "Why Are Children Like That?" Feature address will be given by Dr. Herbert Stolz, California State Department of Education. Arrangements for the conference are under general direction of Mrs. Iona Jurden Lord, President of the Association, and Dr. Raymond Pollich, Chairman of the Conference Committee. The conference is sponsored this year jointly by the Education Alumni Association, USC School of Education, and California State Department of Education.

Dance Institute—April 1-6, Mills College will offer an outstanding program of dance activities and instruction of interest to all teachers. Under the co-chairmanship of Henry Glass of the Oakland Public Schools and Shirley Wimmer of Mills College, the program has been designed to meet the needs of an expanding educational dance movement.

Advanced sections in folk and square dancing will be arranged for those who have had a background in these two phases of dancing. For the teacher who desires basic

instruction in dance activities and has had little experience, sections will offer the fundamentals of folk and square dancing. Besides these scheduled events, instruction in social dancing for school and recreation will be included.

Two units of graduate credit will be granted for those attending the Institute. The tuition fee is \$18, plus \$2.50 registration fee. For further information, communicate with Shirley Wimmer, Chairman, Department of Dance, Mills College, Oakland 3.

Community Participation In Education was the theme of a recent noteworthy conference at John Muir College, Pasadena, sponsored by Beta Delta, San Gabriel Val-

ley chapter of Phi Delta Kappa. Conference chairman was Dr. Joseph Michaels of George Ellery Hale School. Dr. Willard E. Goslin, superintendent, Pasadena City Schools, was a principal speaker.

URGENT—April 1 is the closing date for applications for the **Helen Heffernan Scholarship** recently established by **California School Supervisors Association**. A gift, \$300, is awarded annually; a loan, not to exceed \$1000, is available in addition to the gift. Full-time graduate students or others contemplating graduate work interested in applying for this scholarship should communicate **AT ONCE** with Dr. Oreon Keeslar, 1103 Golden State Highway, Bakersfield.



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NEW MUSIC HORIZONS

A music education workshop based on California's recent music textbook adoption, The New Music Horizons, will be an important part of the music program of San Francisco State College in its summer session, June 26 to August 4. This workshop, presenting an interesting, well-rounded course for six units of college credit, will be of interest to the regular classroom teachers, special music teachers and music supervisors in the elementary schools.

A special aspect of the 1950 summer session will be Fiesta Week, scheduled during the 6th and final week of the summer program, as the culminating aspect of the music education workshop. This work will be an intensive orientation to the New Music

Horizons and will consist of a recapitulation of materials, methods, programs and a series of demonstrations growing out of the varied activities of the regular workshop during the previous 5 weeks. — Dr. William E. Knuth, Chairman, Division of Creative Arts.

SCHOLASTIC PRESS MEET

Florence Peterson of El Monte High School was elected president of the California Division of The National Association of Journalism Directors at the fall meeting at Stanford University. Sidney Wales, of Berkeley High School, is vice-president, and Ethel Mitchell, of San Mateo High School, is secretary-treasurer.

Members of the executive board include

Clark Grafft, ex-officio, Price Robinson, Louise Watkins, Mabel Stanford, J. Kenner Agnew, Sister Mary Venard, and Christal Murphy.

During the past year a survey was conducted of teaching load and conditions in journalism. This material was used as the basis for one of the panel discussions at Stanford.

Journalism advisers voted that dues should include all press associations, and that dues should be prorated to each group. In this way all involved can be aware of conditions in each national group.

A total of 56 news advisers are paid-up members for the current year.

Conservation and Natural Resources Use Workshops and Courses Planned for 1950 in California

Data compiled by California Department of Natural Resources, Conservation Education Office, Sacramento

COLLEGE OF THE PACIFIC, Stockton. 30-40 juniors and seniors; out-of-state students accepted; fall semester, 1950; course title: "Conservation of Natural Resources," 3 units; tuition \$37.50 for part-time students (any student taking less than 6 units). Conducted by E. E. Stanford, professor of botany. Tentative plans for 2-unit summer session course, same subject; tuition, \$25.

FRESNO STATE COLLEGE. 35 participants; 3 units of upper division college credit. Conservation and Natural Resource Use Workshop, July 31-August 18; field trips under guidance of state and federal natural resources experts. Dr. Leo Hadsall will be director.

SAN FRANCISCO STATE COLLEGE. 200 undergraduates (sophomores in general education, no out-of-state students); regular spring semester; course title: "NS 5, Man and Natural Resources," conducted by Dr. Arthur Nelson, instructor in biological science.

SAN JOSE STATE COLLEGE. 50 students, teachers, graduates, or laymen; out-of-state accepted; July 3-August 11; tuition, \$36 — \$6 per unit for any work less than 6 units; title of course: "Conservation Problems in California." Course director: Dr. B. Ira Judd, head, Department of Agriculture, Arizona State College. San Jose State College has announced a full curriculum in conservation, leading to an A.B. Degree in Conservation.

SAN DIEGO STATE COLLEGE. For public school administrators, teachers, counsellors and supervisors, camp counsellors and potential directors, limited number of selected laymen; July 17-28; 2 units of college credit for those desiring; tuition, \$20; course title: "Workshop on School Camping." Workshop to be at Camp Palomar in Palomar Mountain State Park, San Diego County.

SANTA BARBARA COLLEGE. 60-80 teachers, camp leaders, and laymen; credit of 3 units restricted to holders of bachelor's degree or teachers in service who have provisional or emergency credentials; out-of-state students acceptable; course entitled "Institute of Nature Study and Conservation," will be for 3 weeks in August; registration fee: \$27; estimated living costs in town for period \$50 to \$60. Course coordinator: Dr. Katherine K. Muller, botanist, Santa Barbara Botanic Garden.

AUDUBON NATURE CAMP OF CALIFORNIA, Norden. Five two-week sessions, June 18-August 26; \$85 per session, including tuition, board, lodging, field trip transportation, and roundtrip transportation from and to the nearest bus or rail depot. For teachers, school administrators, youth and recreation leaders, and persons over 18 years of age interested in conservation study. Dr. Lloyd G. Ingles, professor of zoology, Fresno State College, will be director. Registrar is Mrs. Ethel E. Richardson, 887 Indian Rock Avenue, Berkeley.



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California Business Education Association holds its annual convention April 3, 4, at the Sainte Claire Hotel, San Jose; the program includes a general meeting, luncheons, panels, banquet, and breakfast (Pi Omega Pi). For details address George B. Kemp, Campbell Union High School, Campbell.

UNITED NATIONS CONTEST

Prizes for High School Students

California high school students interested in a free trip to Europe, university scholarships or numerous other prizes, have begun boning up on the annual contest on the purposes, structure and work of the 59-nation organization. The contest is sponsored each year by American Association for the United Nations and National Broadcasting Company.

It is not the essay type. It consists of an examination on information made available in study kits. All necessary information may be obtained locally through the regional offices of American Association for the United Nations, 416 West 8th Street, Los Angeles 14, and 68 Post Street, San Francisco 4.

Any number of high school students in recognized public, private or parochial schools may enter, but they must do so through a single teacher in each school. It is through the designated teacher that reading kits are cleared.

Local prizes will be awarded. Out of the best examination papers, selections will be made for participation in the national finals. The first prize in that contest is a European tour, or \$500 in cash. There are additional national prizes. In California, local examinations will be held on the morning of March 31; winners will be named by May 1; national winners will be announced about June 10.

European Travel Literature, including colorful booklets, richly illustrated, on various European countries, are mailed to teachers, without charge, by World Travel Bureau, 618 North Main Street, Santa Ana, California.

CLASSROOM TEACHERS NATIONAL CONFERENCE

The seventh Classroom Teachers National Conference will be held at Lindenwood College, St. Charles, Missouri, July 10-21, under sponsorship of NEA Department of Classroom Teachers and Lindenwood College.

Purpose — The conference offers a splendid opportunity for classroom teachers to discuss new trends in education, to exchange ideas, to learn how other groups are meeting their problems, and to discuss organization plans and technics.

Conference Plans — In the development of the Classroom Teachers National Conference, teachers have found a new and interesting type of professional meeting. The opportunity to make friends from all parts of the nation, to live the relaxed, summer-resort life of good food and rest, and to know some of the leading personalities in American education, has all the makings of a real vacation. Overseas teachers who are guests of the NEA will join in the study of world problems.

Theme — The conference theme will be "Unity in Diversity — The Design for Our Profession."

Credit — Two semester hours of graduate or undergraduate credit will be offered.

College Tuition — Five dollars for those desiring credit.

Living Accommodations — All participants will be housed on the campus of Lindenwood College in one of the six residence halls.

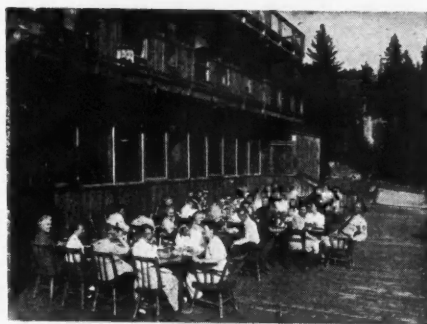
Location — Lindenwood College is located in the city of St. Charles, Missouri, 20 miles west of downtown St. Louis. St. Charles is in the very heart of transportation facilities for all parts of the United States.

Fees — A fee of \$57 will be charged, which includes meals, room and incidentals.

An additional college tuition fee of \$5 will be assessed to those who desire credit.

Recreational Activities — The College grounds cover an area of 140 acres on one of the highest elevations in the western part of the city of St. Charles. The campus is unusually beautiful, with its well-spaced brick buildings and spacious lawns shaded by the lovely old linden trees which gave it its name.

Registration — Those interested may obtain registration blanks by writing to the NEA Department of Classroom Teachers, 1201 Sixteenth Street, NW, Washington 6, DC.



You are invited to the Audubon Camp of California

WHERE: At Sugar Bowl Lodge, Norden, Calif., close to Donner Summit and just off the main highway from Sacramento to Reno.

WHEN: Five 2-week sessions in the summer of 1950:

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WHY: To demonstrate how fascinating, what fun it is to observe in the field, under expert leadership, the actions and functions of animals, plants, soil and water and their interrelationships; how essential to human welfare it is to apply to these resources knowledge of their wise use. Also, to equip campers to arouse more effectively the interest of others, whether in schools, troops, playgrounds, clubs or on the farm, and to integrate natural resource conservation and nature subjects to advantage in school curricula.

STAFF: Dr. Lloyd G. Ingles, Professor of Zoology at Fresno State College, will direct the camp. Staff is composed of experienced teachers, well-versed in camp life and natural history. Their enthusiasm is contagious, their teaching inspirational.

CREDITS: Most of California's state colleges will allow two semester units, or three quarter units, credit for satisfactory completion of two weeks' sessions at the Audubon Camp of California. University of California will allow two semester units of elective lower division credit. Persons who expect to attend should secure further details in advance from the institution with which they are completing programs leading to credentials or degrees.

COST: \$85 fee covers 2-week session cost of tuition, board and lodging, as well as transportation on regularly scheduled field trips. \$10 deposit with enrollment required.

WHERE ENROLL: Write Mrs. E. E. Richardson, 887 Indian Rock Avenue, Berkeley 7, California, enclosing check for deposit drawn to the order of the National Audubon Society. Mrs. Richardson can supply prospectuses and enrollment forms, and answer questions. Her telephone number is LAandscape 4-4270.

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These 4 films are 16 mm sound, black-and-white, "classroom-tested," and may be obtained from local distributors.

Gas for Home and Industry 16 min. Encyclopaedia Britannica Films. Animated maps show world resources of natural gas; photos show processing and distribution to its many modern users. Through diagrams in action and actual photography, production of three types of manufactured gas is described: coke oven gas, carbureted water gas, and oil gas.

Harbor Pilot 10 min. color also, Bailey Films. In the Los Angeles man-made harbor the film shows preparation before the pilot goes out in his tug, the harbor newspaper, pilot's directory, lookout tower with its instruments and the pilot house at its base. Then, passing markers, bell buoys, freighters, sailboats, motor-boats, sand-dredges, the harbor pilot guides the ship under a rising drawbridge, the crew throws over the lines and the ship is tied to the wharf.

Discussion in Democracy 10 min. color also, Coronet Films. Skip this film if you don't mind a pointless committee meeting, if you know all about group dynamics, or if you prefer dictator methods. The film shows effective democratic discussion skills, necessary tools in maintaining cooperative society. High school, college, and adult groups can apply this film's suggestions developed through studying a fire safety problem. "Developing Leadership," by the same producers, shows related skills.

This Is the Moon 10 min. Young America Films. Scientists in the elementary and junior high classes look through the observatory telescope to discover the earth's nearest neighbor. Excellent lunar photos and down-to-earth comparisons tell of the moon's surface, weather, size, and behavior, the cause and sequence of its phases, and its effect on the earth.

PRESIDENT'S PICTURE

The US Office of Education, Washington, DC, receives from school children and teachers throughout the nation, many requests for a photograph of the President of the United States of America. In response, President Truman recently inscribed one of

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ington 25, DC; price 10 cents.

Early Sacramentans, compiled and written
by students of C. K. McClatchy senior high
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is principal. Faculty directors of Nugget
Press are Edna Banks, chairman of English
department; Edith Reynolds, instructor in
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lish; Joseph Freeland, instructor in photog-
raphy; and Charles Warner, instructor in
printing. The books are set up and printed
in this school; the present volume is the
second in a series which has as its theme the
California Centennial Years, 1948-50.

**New Research Journal
Welcomed by
California Schools**

AFTER months of intensive planning by
members of the editorial board and the
editorial staff, the California Journal of
Educational Research made its appearance
in mid-January. The magazine, a 48-page,
6 by 9 inches, printed publication, is pub-
lished five times a year: January, March,
May, September, and November.

The first issue includes a 10-page feature
article by Dr. Edgar L. Morphet entitled
"California Education — How Good?" Be-
fore he joined the School of Education staff
at the University of California, Berkeley,
last September, Dr. Morphet had served as
chief of school finance in the Division of
Schools, U. S. Office of Education. His
article, which is based on the Council of
State Governments' study of The Forty-
Eight State School Systems, points out the
strengths and weaknesses of California's
public school system. The article should be
read by all educational leaders.

Other features found in the first issue of
the new Journal are: (1) a number of inter-
esting digests of significant research studies;
(2) book reviews; (3) research news and
views from California and elsewhere; (4) a
welcoming statement by Dr. Roy E.
Simpson, State Superintendent of Public
Instruction; (5) an editorial; and (6) a
listing of suggested timely research problems.

Short research digests found in the
January California Journal of Educational
Research cover such topics as: "Self-evalua-
tion at Tenth-grade Level," "Appraisal of
School Bond Campaign Techniques,"
"Three Methods of Teaching Arithmetic,"
"The Awareness Among Student-Teachers
Regarding Research," "A Study of Terminal
Vocational Students," and "Changing Pupil
Behavior." All of the articles are based
upon California research studies, although
co-authors of one article are now teaching
outside the state.

Published by the California Teachers
Association, the Journal will be prepared to
meet a variety of interests and needs in
education. It will attempt to interpret sig-
nificant educational research studies and

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It is not too late to subscribe to the California Journal of Educational Research and to receive back issues. The subscription rate is \$6 a year. School district funds may legally be used to purchase the Journal. Address: 391 Sutter Street, San Francisco 8.

In Memoriam

Anna R. Dalke

Ann Dalke, 52, of Visalia, teacher of English in Visalia union high school, passed away suddenly, November 2, 1949.

Although Miss Dalke had lived in California for only the past six years, she had endeared herself to many friends, both in her profession and in private life. She was a sincere classroom teacher at heart, because she had devoted her entire life to teaching. Most of her experience was in Kansas, but she loved California.

She was an ardent member of the Tulare County Council for 4 years; also a member of CTA Classroom Teachers Department, Central Section, and National Education Association. Her cheerfulness, in addition to her well-rounded personality, means that Visalia and California Teachers Association miss the inspiration which she transmitted to her colleagues.

It is hoped that the feeling of loss for Miss Dalke becomes less in the hearts of friends and pupils, while the loving memory of her looms greater as the days and years pass by. — Alma McAuliff, Visalia.

Carolyn Maddox Kyes

Carolyn Maddox Kyes was called by death October 9, 1949, from her teaching position as commercial department instructor of Redondo union high school. Her passing left a host of friends, both students and teachers, who mourn her absence. Her 26 years of service to the public schools of Washington and California were marked by untiring devotion to the profession.

In 1928 she joined Redondo union high school faculty and served 19 years of that period as registrar of the school. Her major interests were weaving and the study of botany. She traveled extensively in the United States and Canada. In her local community she will long be remembered for her fine spirit of cooperation and affiliations with community groups. She was a member of the Bruin Club and past secretary, past president of the Business and Professional Woman's Club, and active in Business Teachers Club.

The friendship of Miss Kyes will always remain a pleasant memory in the minds of her friends. Her death has removed from the teaching profession a valuable personality. — Daisy O. Geery, Redondo Beach.

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The Study Board was invented by a college professor to improve study-concentration, and to relieve strain on the eyes and spine. It is instantly adjustable; users acclaim it as a distinct aid in the study process; it is built to give a lifetime of service. Cost \$3. Northfield Specialties Company, Northfield, Minnesota.

The Songster Model Choir Robe has been brought out especially for elementary age choirs. It is well designed, and with the companion yokette is especially attractive for youngsters. Wide range of colors in fine sanforized colorfast material. Collegiate Cap and Gown Company, Champaign, Illinois.

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Sweet Land of Liberty reproduces in a 20-page booklet the charts in "Our Democracy" series. It shows graphically and pictorially the origins, operation, opportunities and obligations in our form of government. Illustrations of each chart are 7 1/2 x 5 1/2 inches, fully colored, with a brief explanation of the message of each chart on the same page with it. Single copies 50c each. Denoyer-Geppert Company, 5235 Ravenswood Avenue, Chicago 40, Illinois.

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— By Donilda Dollard, 6th Grade
Teacher, Laguna Beach, Orange
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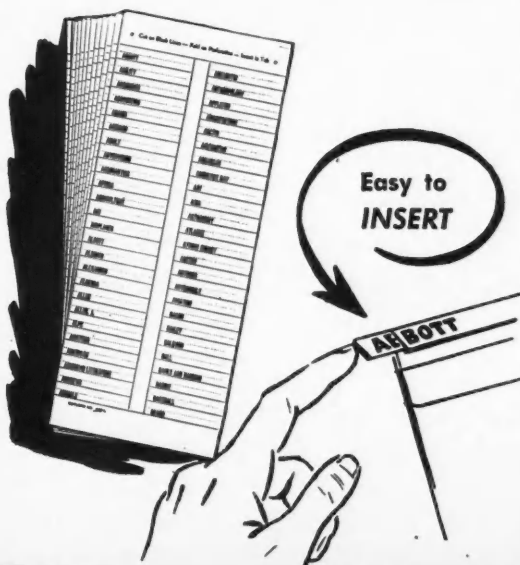
Mexico-Guatemala Tour

An educational tour of Mexico and Guatemala will be conducted this summer by Dr. Juan B. Rael of 574 Lasuen Street, Stanford University. The tour will include Acapulco, Cordoba, Cuernavaca, Fortin, Guadaluajara, Mexico City, Morelia, Orizaba, Patzcuaro, Puebla, Taxco, Tehuacan, Toluca, Uruapan and the new volcano of Paricutin. Cost from Los Angeles and return: July 14-30, \$350; July 14-Aug. 11, \$520; Automobile tour from Mexico City to Guatemala and return, Aug. 7-30, \$325. For details, write or phone Professor Juan B. Rael.

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39. "Learning to Use Your Encyclopedia" may be used in any grade for 1-3 lessons. It is accompanied by short and simple exercise copies for each child. F. E. Compton.

40. "73 Teaching Films Designed for the Primary Grades": a list of 73 primary grade films on Children of Other Lands, the World they Live In, Animals, and Nature and Health, is available from Encyclopaedia Britannica Films.

41. "What Shall We Teach About Nuclear Fission in High School Chemistry?" is a 15-page booklet written by Bernard Jaffe. Concrete suggestions are made, valuable to science teachers, but more specifically to teachers of chemistry. Silver Burdett Company.

42. The Amazing Story of 16-mm Sound Motion-Pictures tells simply and graphically how sound movies are made; how the illusion of motion is created; how sound is recorded on film; how sound is reproduced from film. Ampro Corporation.

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21. Handwriting, Its Relationship to Personality Development contains a report of a study on penmanship instruction, which sets forth many challenging details pertaining to penmanship among today's students. Teachers and administrators will be interested in this. Western Paper Converting Company.

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COMING EVENTS

March 3-5 — California Association of Women Deans and Vice-Principals, Southern Section; annual meeting. Mission Inn, Riverside.

March 4 — CTA State Board of Directors; regular meeting. At CTA State Headquarters, San Francisco.

March 4 — California Association of Teachers of English, Central Section; meeting. Cubberly Auditorium, Stanford University.

March 6 — Opening of California State Legislature, Budget Session.

March 6-8 — Fifteenth North American Wildlife Conference. Fairmont Hotel, San Francisco.

March 7 — California Conservation, Bird, and Arbor Day; Opening 16th California Conservation Week.

March 8-11 — California County Superintendents of Schools Association, and County Superintendents Staffs. Asilomar.

March 11 — CTA Southern Section Council; regular meeting. At the Section headquarters, Los Angeles.

March 11, 12 — School Library Association of California; 10th annual state meeting. Sir Francis Drake Hotel, San Francisco.

March 15 — University of Southern California Education Alumni Association; spring conference. At Hancock Auditorium, U.S.C. Los Angeles.

March 17, 18 — NEA Department of Classroom Teachers; annual Southwestern Regional Conference, directed by Mary

Virginia Morris of Los Angeles. Miss Morris is the Southwestern Regional Director, Salt Lake City.

March 17-19 — California League of Credit Unions; annual state convention. Fresno.

March 18-23 — Music Educators National Conference; biennial convention. St. Louis.

March 20-23 — Trade and Industrial Arts Education and Teacher Training; annual state conference. San Francisco.

March 23-26 — Pacific Coast Camping Federation; annual conference. Asilomar.

March 25 — CTA Bay Section Council; regular meeting. Womens City Club, San Francisco.

March 25 — CTA Central Section Classroom Teachers Department; breakfast meeting. San Luis Obispo.

March 25 — California Scholarship Federation; Northern regional meeting. Marysville.

March 27-30 — National Association of Deans of Women; annual meeting. Atlantic City.

March 30-April 1 — NEA Education Policies Commission. Washington, DC.

April 1 — Western College Association; spring meeting. Santa Barbara College.

April 1-5 — California Association for Health, Physical Education and Recreation; annual meeting. Santa Barbara.

April 1-6 — Dance Institute. Mills College.

April 1-8 — Death Valley Expedition; 14th tour; auspices College of the Pacific, Stockton.

April 2-5 — Elementary School Principals and District Superintendents of Schools; annual conference; in cooperation with California Elementary School Principals Association. Hollywood.

April 3, 4 — California Business Education Association; annual statewide convention. St. Claire Hotel, San Jose.

April 3-5 — California Secondary School Administrators; annual conference; in conjunction with annual conference of California Association of Secondary School Administrators. Long Beach.

April 3-5 — California Association of Adult Education Administrators; spring conference. Long Beach.

April 3-5 — California Council for Adult Education; annual spring meeting. Long Beach.

April 7, 8 — California Teachers Association; annual meeting; State Council of Education; State Board of Directors; State Committee Meetings; California Student Teachers Association meeting. Palace Hotel, San Francisco.

April 9 — Easter Sunday.

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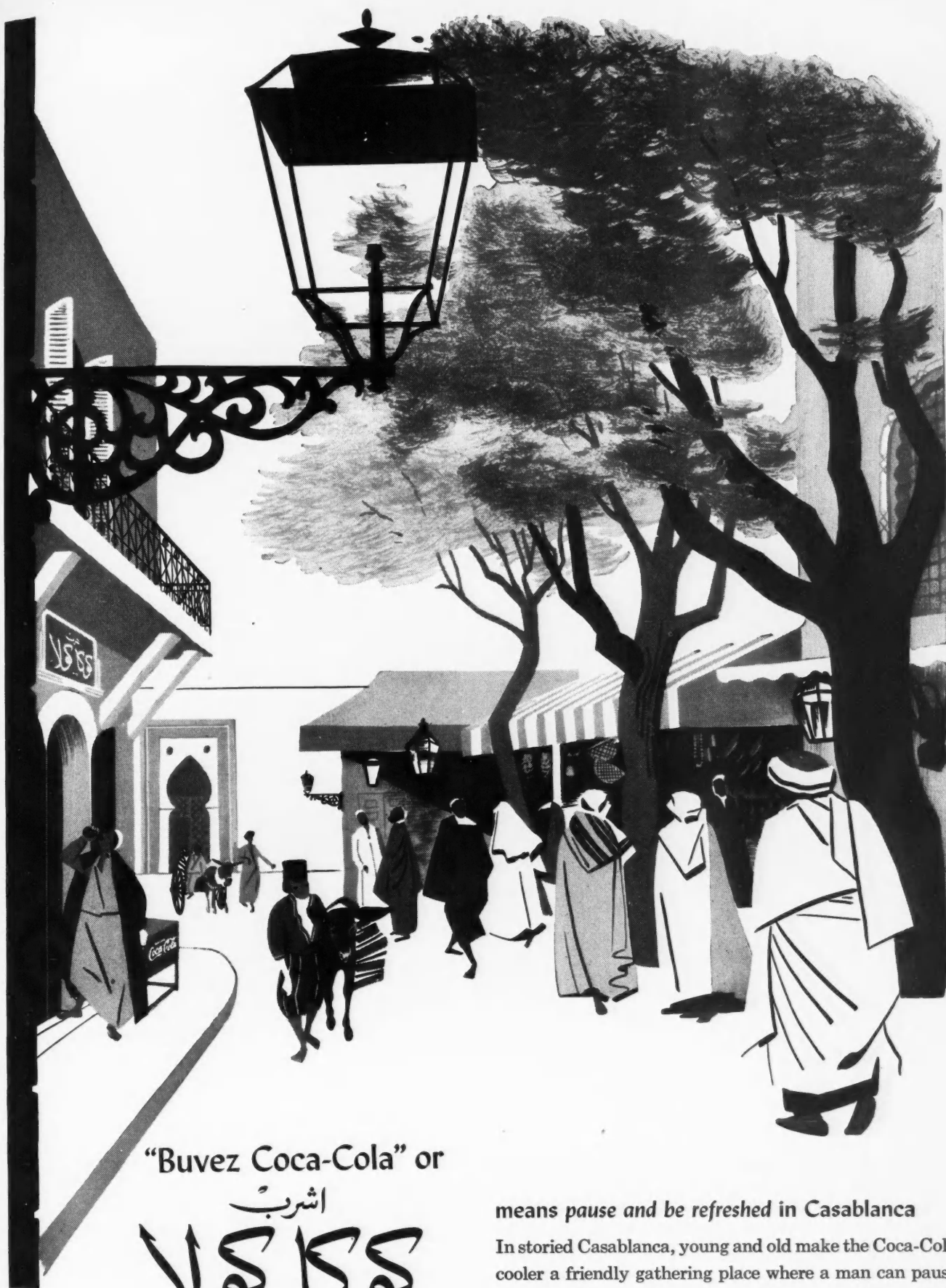
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